

Key Behaviors	College Readiness – Key Cognitive Strategies (Habits of Mind)		
	Instructional Practice or Student Performance	Evidence	Ranked Degree of Implementation
<p><b>1. Intellectual openness</b> Possesses a curiosity and thirst for deeper understanding, questions the views of others when not logically supported, accepts constructive criticism, and changes personal views if warranted by the evidence.</p>	<ul style="list-style-type: none"> <li>• Socratic seminars</li> <li>• Peer editing used in the writing process</li> <li>• Speech and debate instruction</li> <li>• Government Mock Trial</li> </ul>	<ul style="list-style-type: none"> <li>• Student performance on the instructional practices listed to the left</li> </ul>	#7
<p><b>2. Inquisitiveness</b> Engages in active inquiry and dialogue about subject matter and seeks evidence to defend arguments, explanations, or lines of reasoning.</p>	<ul style="list-style-type: none"> <li>• Providing a wide array of opportunities for students to excel or specialize in an area(s) of compelling interest, such as fine arts, sciences, math, language, AP/IB, and project-driven career and technology courses</li> </ul>	<ul style="list-style-type: none"> <li>• Students choose to focus their coursework and time in a particular area.</li> <li>• Students begin to make career choices based on a concentrated interest in a particular field.</li> </ul>	#5
<p><b>3. Analysis</b> Identifies and evaluates data, material, and sources for quality of content, validity, credibility, and relevance. Compares and contrasts sources and findings and generates explanations of source materials.</p>	<ul style="list-style-type: none"> <li>• Primary source document analysis and comparison in social studies courses</li> <li>• Science observation and data collection</li> <li>• Research-based writing</li> <li>• Paired-passage reading</li> <li>• Information literacy instruction</li> <li>• The skill matrix in the curriculum planner and the unit structure of curriculum are design elements which drive instructional practices across all curricular areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Student proficiency levels on described practices</li> <li>• DBQs in history courses (document-based questions)</li> </ul>	#2
<p><b>4. Reasoning, argumentation, proof</b> Constructs well-reasoned or proofs to explain phenomena or issues; utilizes recognized forms of reasoning to construct an argument and defend a point of view</p>	<ul style="list-style-type: none"> <li>• Speech and debate instruction</li> <li>• Persuasive writing process instruction in ELA and History courses</li> <li>• Criminal Justice instruction</li> <li>• Research-based science projects</li> </ul>	<ul style="list-style-type: none"> <li>• Science Research and Design course</li> <li>• DBQs in history courses</li> <li>• Graded discussions in ELA</li> <li>• TAKS Writing results</li> <li>• Mock Trial</li> </ul>	#3
<p><b>5. Interpretation</b> Analyzes competing and conflicting descriptions of an event or issue; synthesizes the results of an analysis; states the interpretation that is most likely correct or reasonable</p>	<ul style="list-style-type: none"> <li>• Various types of writing, including those based on interpretation of literature</li> <li>• Science – writing conclusion following discovery-based lab</li> <li>• Problem solving in math</li> <li>• Main idea and author's purpose in ELA</li> <li>• The skill matrix in the curriculum planner and the unit structure of curriculum are design elements which drive instructional practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Student proficiency levels on described practices</li> <li>• DBQs in history courses</li> <li>• SAT and TAKS Reading and Writing student performance results</li> </ul>	#4

<p><b>6. Precision and accuracy</b> Knows what type of precision is appropriate to the task and subject; uses precision appropriately to reach correct conclusions in the context of the task or subject area at hand.</p>	<ul style="list-style-type: none"> <li>• Scientific methodology</li> <li>• Activities and instruction in ELA, history, and math courses requiring students to analyze information to draw a conclusion and assess whether a conclusion fits the evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Student proficiency on described practices</li> <li>• This behavior, precision and accuracy, is viewed as a corollary to analysis, but more specific, and is not as thoughtfully built in to the formal curriculum.</li> </ul>	<p>#6</p>
<p><b>7. Problem solving</b> Develops and applies multiple strategies to solve routine problems, generates strategies to solve non-routine problems, and applies methods of problem-solving to complex problems requiring method-based problem solving.</p>	<ul style="list-style-type: none"> <li>• Connected Math Program</li> <li>• Lab-based science classes, specifically procedureless labs</li> <li>• Socratic seminars</li> <li>• Culminating Assessment Projects</li> <li>• Career and Technology Education course work</li> <li>• Skill matrix in the curriculum planner and the unit structure of curriculum are design elements which drive instructional practices across all curricular areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Student performance on measures such as MAP, CogAt, and SAT</li> <li>• Independent student projects such as Science Fair and History Fair</li> <li>• The skill matrix in the curriculum planner and the unit structure of curriculum are design elements which drive instructional practices across all curricular areas.</li> <li>• This behavior is the most prevalent one found through out all curricular areas.</li> </ul>	<p>#1</p>

Key Behaviors	College Readiness – Academic Knowledge and Skills		
	Instructional Practice or Student Performance	Evidence	Degree of Implementation
<b>I. Overarching Academic Skills</b> ➤ Writing ➤ Research	<ul style="list-style-type: none"> <li>Expository, descriptive, persuasive writing across disciplines</li> <li>Instruction: Pre-writing, editing, re-writing, response (with teacher feedback prior to and after submission)</li> <li>Require students to present argument, provide evidence, and utilize style</li> <li>Research skills beginning in elementary grades, accessing varieties of information, (different locations, sources)</li> </ul>	<ul style="list-style-type: none"> <li>How are we doing with our general education students?</li> </ul>	<ul style="list-style-type: none"> <li>PreK – 12</li> </ul>
<b>II. Core Academic Subjects Knowledge and Skills</b> ➤ English	<ul style="list-style-type: none"> <li>Students engage in texts critically</li> </ul>		Currently being taught <ul style="list-style-type: none"> <li>Foundations of reading comprehension and literature, writing and editing</li> <li>Information gathering</li> <li>Analysis</li> <li>Critiques</li> </ul>
➤ Math	<ul style="list-style-type: none"> <li>College-ready students possess more than a formulaic understanding of mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Realignment of the math program to encompass a Grade 5 – 8 Algebra preparation experience</li> </ul>	<ul style="list-style-type: none"> <li>Preparation of students begins with new elementary adoption</li> </ul>
➤ Science	<ul style="list-style-type: none"> <li>Laboratory settings are the environments where content knowledge and scientific habits of mind converge to help students think scientifically and integrate learned content knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Since 2000 over \$57 million have been spent to increase student access to laboratory experience at the secondary level.</li> </ul>	<ul style="list-style-type: none"> <li>Laboratory access for all elementary students needs to be addressed</li> </ul>
➤ Social Studies	<ul style="list-style-type: none"> <li>Helping students be aware that the social sciences consist of certain “Big Ideas” that are used to structure all of the details assists in building mental scaffolds that lead toward thinking like a social scientist</li> </ul>	<ul style="list-style-type: none"> <li>Students are motivated to enroll in social studies courses with the most rigorous content</li> </ul>	
➤ World Languages	<ul style="list-style-type: none"> <li>Second language proficiency can improve learning in other disciplines</li> </ul>	<ul style="list-style-type: none"> <li>75% of 8<sup>th</sup> grade students are enrolled in a foreign language course</li> </ul>	<ul style="list-style-type: none"> <li>The 6<sup>th</sup> grade exploratory program and the K-5 curriculum incorporate topics relating to diverse world cultures</li> </ul>
➤ The Arts	<ul style="list-style-type: none"> <li>Students understand the role of the arts as an instrument of social and political expression</li> </ul>	<ul style="list-style-type: none"> <li>Since 2000 over \$40.5 million spent on facility improvement in the secondary fine arts program</li> </ul>	<ul style="list-style-type: none"> <li>All elementary schools have art and music specialists</li> </ul>

Key Behaviors	College Readiness – Academic Behaviors		
	Instructional Practice or Student Performance	Evidence	Degree of Implementation
<b>I. Self Monitoring</b>  ➤ Awareness of one's current level of mastery and understanding of a subject (includes key misunderstandings and blind spots)	Strategies: <ul style="list-style-type: none"> <li>• More curricular emphasis on projects</li> <li>• SIOP strategies (cognitively guided instruction)</li> <li>• Scientific methodology through science curriculum</li> <li>• The Writing Project</li> <li>• Project-driven courses (group and individual)</li> <li>• Individual monitoring and support for at-risk students</li> <li>• Targeted support for students with potential</li> </ul>	<ul style="list-style-type: none"> <li>• % of these students entering and remaining at university level</li> <li>• AP and IB curriculum</li> <li>• Growing population in AP and IB courses</li> <li>• # of national merit scholars</li> <li>• Individual monitoring and support for at-risk students</li> <li>• More students entering honors-level courses</li> </ul>	Courses: <ul style="list-style-type: none"> <li>• AP and IB throughout all academic subjects/PACE classes</li> <li>• MAP classes for at-risk students</li> <li>• AVID classes</li> <li>• Reading</li> </ul> (Strategies): <ul style="list-style-type: none"> <li>• Throughout grades but not systematic</li> <li>• Elementary and middle school but not systematic</li> <li>• Throughout all levels</li> <li>• Elementary to high school</li> <li>• Throughout grade levels but some teachers are not implementing well</li> <li>• Throughout grade levels but not as systematic at high school and senior high levels</li> <li>• AVID: high school level</li> </ul>
➤ The ability to reflect on what worked and what needed improvement in any particular academic task	Strategies: <ul style="list-style-type: none"> <li>• Resiliency training</li> <li>• The use of rubrics</li> <li>• SIOP strategies (cognitively guided instruction)</li> </ul>	<ul style="list-style-type: none"> <li>• Emphasis of project-driven courses In curriculum</li> <li>• Growing population in AP and IB courses</li> </ul>	Courses: <ul style="list-style-type: none"> <li>• AP and IB throughout all academic areas.</li> <li>• PACE classes</li> <li>• AP and IB curriculum</li> </ul> Strategies: <ul style="list-style-type: none"> <li>• Elementary and middle school but not systematic</li> <li>• Neither are systematic</li> </ul>
➤ The tendency to persist when presented with a novel, difficult or ambiguous task	Strategies: <ul style="list-style-type: none"> <li>• Vertical articulation</li> <li>• Project-driven courses (group and individual)</li> <li>• Encouragement of athletic and extra curricular programs</li> </ul>	<ul style="list-style-type: none"> <li>• AP and IB curriculum</li> <li>• Growing population in AP and IB courses</li> </ul>	Courses: <ul style="list-style-type: none"> <li>• AP and IB throughout all academic areas.</li> <li>• PACE classes throughout all grades</li> <li>• Athletic programs</li> </ul>

<p>➤ The tendency to identify and systematically select among and employ a range of learning strategies from familiar settings and situations to new ones</p>	<p>Strategies:</p> <ul style="list-style-type: none"> <li>• Socratic seminar</li> <li>• The Writing Process</li> <li>• Scientific methodology</li> <li>• Differentiation</li> </ul>	<ul style="list-style-type: none"> <li>• Project-driven courses (group and individual)</li> <li>• AP and IB curriculum</li> <li>• Growing population in AP and IB courses</li> </ul>	<p>Courses:</p> <ul style="list-style-type: none"> <li>• AP and IB throughout all academic areas.</li> <li>• PACE classes throughout all grades</li> </ul> <p>Strategies:</p> <ul style="list-style-type: none"> <li>• Not systematic</li> <li>• Elementary through high school</li> <li>• Throughout all grades</li> <li>• Elementary but not systematic</li> </ul>
<p>➤ The ability to monitor actively, regulate, evaluate, and direct their own thinking</p>	<p>Strategies:</p> <ul style="list-style-type: none"> <li>• Reading strategies: Rationalization, justification of answers, visualization, self questioning</li> <li>• The use of rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Project-driven courses (group and individual)</li> <li>• AP and IB curriculum</li> <li>• Growing population in AP and IB courses</li> </ul>	<p>Courses:</p> <ul style="list-style-type: none"> <li>• AP and IB throughout all academic areas.</li> <li>• PACE classes throughout all grades</li> </ul> <p>Strategies:</p> <ul style="list-style-type: none"> <li>• Not systematic</li> </ul>
<p>➤ The ability to determine the productivity of independent study versus collaborative study</p>	<p>Strategies:</p> <ul style="list-style-type: none"> <li>• Utilization of short-term and long-term projects</li> <li>• The use of rubrics;</li> <li>• Teacher and student projected guidelines</li> <li>• Student selected projects</li> </ul>	<ul style="list-style-type: none"> <li>• Project-driven courses (group and individual)</li> <li>• AP and IB curriculum</li> <li>• Growing population in AP and IB courses</li> </ul>	<p>Courses:</p> <ul style="list-style-type: none"> <li>• AP and IB throughout all academic areas.</li> <li>• PACE classes throughout all grades</li> </ul> <p>Strategies:</p> <ul style="list-style-type: none"> <li>• Not systematic</li> </ul>

Key Behaviors	College Readiness – Academic Behaviors		
	Instructional Practice or Student Performance	Evidence	Degree of Implementation
<b>II. Study Skills</b> <ul style="list-style-type: none"> <li>➤ Time management <ul style="list-style-type: none"> <li>• Accurately estimating the time it takes to complete all outstanding and anticipated tasks and allocating sufficient time to complete the tasks</li> <li>• Using calendars and “to-do” lists to organize studying into productive chunks of time</li> <li>• Locating and utilizing settings conducive to proper study</li> <li>• Prioritizing study time in relation to competing demands such as work and socializing</li> </ul> </li> </ul>	Assigning short and long-term projects <ul style="list-style-type: none"> <li>• Differentiated projects based on cognitive ability and interest surveys</li> <li>• Flexible grouping</li> <li>• The Use of rubrics</li> <li>• The use of technology for posting of assignments; due dates and expectations</li> <li>• The use of technology for student-to-student communication; teacher-to-student communication;</li> <li>• Periodic monitoring of student progress (use of formative assessment)</li> <li>• Day Planners provided through PTA organizations</li> <li>• Map classes</li> </ul>	<ul style="list-style-type: none"> <li>• Use of teacher calendar (hard copy and on-line)</li> <li>• Plethora of rubrics</li> <li>• More access to technology</li> <li>• Differentiation being implemented at elementary</li> <li>• Differentiation being introduced at secondary</li> <li>• MAP curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Majority use</li> <li>• Not systematic</li> <li>• Majority use</li> <li>• Various skills and levels of implementation</li> <li>• Initial stages</li> <li>• Middle school, high school <b>(don’t know about elementary and high school)</b></li> <li>• High-school level</li> </ul>
<ul style="list-style-type: none"> <li>➤ Preparing for and taking exams</li> </ul>	<ul style="list-style-type: none"> <li>• Use of backward design curriculum</li> <li>• Use of groups for study (student and teacher selected)</li> <li>• Use of productive review</li> </ul>	<ul style="list-style-type: none"> <li>• Across grades</li> <li>• Review sheets</li> </ul>	<ul style="list-style-type: none"> <li>• Systematic regarding delivery of curriculum but not presentation</li> <li>• Review sheets superficial, failing to address all cognitive levels</li> <li>• Not systematic</li> </ul>
<ul style="list-style-type: none"> <li>➤ Using information resources</li> </ul>	<ul style="list-style-type: none"> <li>• Research-based projects</li> <li>• Higher-level thinking skills</li> <li>• Computers available at all schools; more equal access to computers</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout all grades but not systematic</li> </ul>
<ul style="list-style-type: none"> <li>➤ Taking class notes</li> </ul>	<ul style="list-style-type: none"> <li>• Carnegie Notes</li> <li>• Teacher prerogative</li> </ul>	<ul style="list-style-type: none"> <li>• AVID curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• AP and IB throughout all academic areas.</li> <li>• PACE classes throughout all grades</li> <li>• AVID</li> <li>• Not systematic throughout “regular” curriculum</li> </ul>

<p>➤ Communication with teachers, advisors and peers</p>	<ul style="list-style-type: none"> <li>• The use of technology to post assignments; due dates and expectations</li> <li>• The use of technology for student-to-student communication; teacher-to-student communication;</li> </ul>		<ul style="list-style-type: none"> <li>• Access throughout grades, but not systematically monitored</li> </ul>
<p>➤ Ability to participate successfully in a study group and recognize the critical importance of study groups to success in specific subjects.</p>	<ul style="list-style-type: none"> <li>• The use of technology for student-to-student communication; teacher-to-student communication;</li> </ul>		<p>Courses:</p> <ul style="list-style-type: none"> <li>• AP and IB throughout all academic areas.</li> <li>• PACE classes throughout all grades</li> </ul>

Key Behaviors	College Readiness – Contextual Skills and Awareness		
	Instructional Practice or Student Performance	Evidence	Degree of Implementation
<p>Systemic understanding of the postsecondary educational system</p> <ul style="list-style-type: none"> <li>• College admissions (curricular, testing and application requirements)</li> <li>• College options and choices</li> <li>• Tuitions costs and financial aid system</li> <li>• Placement requirements,</li> <li>• Testing and standards</li> <li>• Culture of college</li> <li>• Challenge level of college courses and increased expectations</li> <li>• Timelines</li> </ul>	<ul style="list-style-type: none"> <li>• “College is the Ticket to Your Future” – Elementary Guidance program</li> <li>• Secondary Guidance lessons</li> <li>• University Ready Website</li> <li>• Kuder Career and College Search</li> </ul>	<ul style="list-style-type: none"> <li>• Parents, administrators and teachers across the district contribute to the success of this program. The elementary guidance program also includes many lessons on coping skills, interpersonal skills, and organization/study skills.</li> <li>• Secondary guidance classes offer students college admission information including the application process, choosing the right college, resume building, timelines, and letters of recommendation.</li> <li>• Articles are included about admissions, involving the whole family, advice from freshman college students, and the benefits of higher education.</li> <li>• The system effectively applies personal interest to career and college plans.</li> </ul>	<ul style="list-style-type: none"> <li>• PreK – 5<sup>th</sup> grade</li> <li>• Students use the junior academic conference handbook to learn about taking the right tests – SAT, ACT, THEA, AP &amp; IB. College visits, transcript requests, and military options are included in the handbook.</li> <li>• University Ready is designed to aid all Plano students and parents as they prepare for all aspects of post-secondary experience.</li> <li>• The Kuder Career and College Searches include an interest inventory that helps students explore careers and college choices. All middle school students.</li> </ul>
<p>Specific knowledge of the norms, values and conventions of interactions (in the college context) and human relations skills necessary to cope</p> <ul style="list-style-type: none"> <li>• Interpersonal and social skills</li> <li>• Ability to interact with diverse populations</li> <li>• Team collaboration</li> <li>• Understanding of norms of the academic culture</li> <li>• Leadership skills in a variety of settings</li> </ul>	<ul style="list-style-type: none"> <li>• PSAT</li> <li>• College Board SAT Online Course</li> <li>• CollegeEd</li> </ul>	<ul style="list-style-type: none"> <li>• This introduces the college entrance exam format and is a practice test for the PSAT/NMSQT (Practice SAT/National Merit Semi-finalists Qualifying Test) offered to 11<sup>th</sup> graders.</li> <li>• Helps prepare our students for the SAT with the only online course developed by the test maker.</li> <li>• The middle school and high school edition of CollegeEd was developed to encourage all students to aspire to higher education and to begin to prepare for their future. Students learn they hold the key to their successes by getting involved in the academic process.</li> </ul>	<ul style="list-style-type: none"> <li>• Through this initiative all 10<sup>th</sup> graders take the PSAT during the school day. The district provides funding for this opportunity.</li> <li>• 11<sup>th</sup> and 12<sup>th</sup> graders have access to this personalized, comprehensive, and available anytime, anywhere SAT course.</li> <li>• Students in 7<sup>th</sup> grade social studies classes and 9<sup>th</sup> grade advisory periods participated in this curriculum. Students and parents received workbooks/handbooks. This is a pilot program at three high schools and seven middle schools.</li> </ul>



Key Behaviors	College Readiness – Contextual Skills and Awareness		
	Instructional Practice or Student Performance	Evidence	Degree of Implementation
<p>Systemic understanding of the postsecondary educational system</p> <ul style="list-style-type: none"> <li>College admissions (curricular, testing and application requirements)</li> <li>College options and choices</li> <li>Tuitions costs and financial aid system</li> <li>Placement requirements,</li> <li>Testing and standards</li> <li>Culture of college</li> <li>Challenge level of college courses and increased expectations</li> <li>Timelines</li> </ul>	<ul style="list-style-type: none"> <li>AVID</li> <li>KEYSS</li> <li>Academic Conferences</li> <li>Advanced Placement</li> <li>International Baccalaureate</li> <li>Concurrent Enrollment</li> <li>Generation GO</li> <li>Program 7</li> </ul>	<ul style="list-style-type: none"> <li>The AVID Program (Advancement Via Individual Determination) is targeting students in the academic middle who have the desire to go to college and the willingness to work hard.</li> <li><a href="http://k-12.pisd.edu/schools/spprograms/keyssindex.htm">http://k-12.pisd.edu/schools/spprograms/keyssindex.htm</a></li> <li>The conferences cover high school academic choices, post secondary planning and include college information.</li> <li>Plano ISD offers 32 AP courses.</li> <li>This internationally recognized program prepares students for competitive college environments.</li> <li>There is an 80% passing rate – students receive honors high school credit and college credit for these classes.</li> <li>Students meet in small groups to support college readiness and parent nights offer admission and financial aid information.</li> <li>The students are supported through graduation into college/career education utilizing an individual graduation plan.</li> </ul>	<ul style="list-style-type: none"> <li>The program is underway at Armstrong, Bowman, Haggard, Frankford, Renner and Wilson middle schools and Shepton, Vines and Williams high schools. Plans are to expand AVID to all secondary campuses by the 2009-2010 school year.</li> <li>Keeping Education Your Stepping Stone is a program committed to supporting Hispanic female students, with the encouragement of their mothers, toward the goal of attaining higher education.</li> <li>All 8<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> graders will participate in an academic conference.</li> <li>Students are challenged by college level courses taught by high school teachers and gain an edge in preparing for college.</li> <li>IB is designed to meet the needs of highly motivated students and offers a rigorous, academically challenging curriculum. Pre IB courses are offered at Clark and Williams. The IB program is at Plano East.</li> <li>The district initiative includes encouraging all students to take at least one college level course before they graduate from high school. Classes are held on all three senior high campuses.</li> <li>Our senior high schools offer a unique program that targets students who may be the first in their families to attend college.</li> <li>Program 7 targets senior high school students at risk of not graduating from high school. Program 7 staff in cooperation with Collin College provide students education and assistance in admissions, enrollment, and financial assistance.</li> </ul>
<p>Specific knowledge of the norms, values and conventions of interactions (in the college context) and human relations skills necessary to cope</p> <ul style="list-style-type: none"> <li>Interpersonal and social skills</li> <li>Ability to interact with diverse populations</li> <li>Team collaboration</li> <li>Understanding of norms of the academic culture</li> <li>Leadership skills in a variety of settings</li> </ul>			